



Curriculum Vita
August 2023

Instructor: Lacy E. Krueger, Ph.D.

Academic Department: Psychology and Special Education

University Address: Binion Hall
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EDUCATION

Ph.D. in Psychology
University of Virginia, 2009
Advisor: Timothy Salthouse

M.A. in Psychology
University of Virginia, 2006
Advisor: Chad Dodson

B.S. in Psychology
Texas A&M University, 2004

Certificate in Effective College Instruction by The Association of College and University Educators (ACUE), 2022

TEACHING EXPERIENCE

Sept. 2015 - Present	ASSOCIATE PROFESSOR , Department of Psychology & Special Education, Texas A&M University-Commerce
Aug. 2009 - Sept. 2015	ASSISTANT PROFESSOR , Department of Psychology & Special Education, Texas A&M University-Commerce

Jan. 2009 - May 2009	GRADUATE TEACHING INSTRUCTOR , School of Continuing & Professional Studies, University of Virginia
Jan. 2007 - May 2007	ADJUNCT FACULTY LECTURER , Department of Psychology and Philosophy, Virginia Military Institute
Sept. 2006 - Dec. 2008	GRADUATE TEACHING INSTRUCTOR , Department of Psychology, University of Virginia
Sept. 2004 - Dec. 2006	GRADUATE TEACHING ASSISTANT , Department of Psychology, University of Virginia

PUBLICATIONS

* Denotes student authors.

Refereed Journal Articles

Krueger, L. E., Dyer, J., Schroeder, J. L., & Carlini*, P. M. (2022). Should students or instructors provide opportunities for testing and why?: A mixed methods approach. *College Student Journal*, 56(4), 351-357.

Dwiggins*, M. A., & **Krueger, L. E.** (2022). Data collection for a memory study online: how the presence of a smartphone effects learning. *SAGE Research Methods Cases*. <https://dx.doi.org/10.4135/9781529603132>

Krueger, L. E. (2022). An examination of study time allocation as a contributor to sex differences in multitrial verbal learning performance. *Psychological Reports*, 125(2), 822–838. <https://doi.org/10.1177/0033294121989297>

Mays*, C. J., & **Krueger, L. E.** (2021). Does locus of control influence parentification and anxiety in father–daughter relationships? *Journal of Family Issues*, 42(12), 2881–2895. <https://doi.org/10.1177/0192513X21993187>

Baranski, E., Baskin, E., Coary, S., Ebersole, C. R., **Krueger, L. E.**, Lazarević, L. B., Miller, J. K., Orlić, A., Penner, M. R., Purić, D., Rife, S. C., Vaughn, L. A., Wichman, A. L., & Žeželj, I. (2020). Many Labs 5: Registered Replication of Shnabel and Nadler (2008), Study 4. *Advances in Methods and Practices in Psychological Science*, 405–417. <https://doi.org/10.1177/2515245920917334>

Ebersole, C. R., Mathur, M. B., Baranski, E., Bart-Plange, D.-J., Buttrick, N. R., Chartier, C. R., Corker, K. S., Corley, M., Hartshorne, J. K., IJzerman, H., Lazarević, L. B., Rabagliati, H., Ropovik, I., Aczel, B., Aeschbach, L. F., Andrighetto, L., Arnal, J. D., Arrow, H., Babincak, P., ... Nosek, B. A. (2020). (2020). Many Labs 5: Testing Pre-Data-Collection Peer Review as an Intervention to Increase

Replicability. *Advances in Methods and Practices in Psychological Science*, 309–331. <https://doi.org/10.1177/2515245920958687>

Whittington*, J. E. & Carlson, C. A., Carlson, M. A., Weatherford, D. R., **Krueger, L. E.**, & Jones*, A. R. (2020). Asking an eyewitness to predict their later lineup performance could harm the confidence-accuracy relationship. *Applied Cognitive Psychology*. <https://doi.org/10.1002/acp.3599>

Atanga*, C., Jones, B. A., **Krueger, L. E.**, & Lu, S. (2019). Teachers of students with learning disabilities: Assistive technology knowledge, perceptions, interests, and barriers. *Journal of Special Education Technology*. <https://doi.org/10.1177/0162643419864858>

Klein, R. A., Vianello, M., Hasselman, F., Adams, B. G., Adams, R. B., Alper, S., Aveyard, M., Axt, J. R., Babalola, M. T., Bahník, Š., Batra, R., Berkics, M., Bernstein, M. J., Berry, D. R., Bialobrzeska, O., Binan, E. D., Bocian, K., Brandt, M. J., Busching, R., ... Nosek, B. A. (2018). Many Labs 2: Investigating variation in replicability across sample and setting. *Advances in Methods and Practices in Psychological Science*, 1(40), 443-490. <https://doi.org/10.1177/2515245918810225>

Krueger, L. E. (2018). Selecting stimuli for a memory self-efficacy and multitrial verbal learning study. *SAGE Research Methods Cases*. <https://doi.org/10.4135/9781526437303>

Hunt*, S. J., **Krueger, L. E.**, & Limberg, D. (2017). The relationship between interparental conflict and self-reported GPA among college students. *Journal of College Counseling*, 20(3), 237–249. <https://doi.org/10.1002/jocc.12072>

Ayers*, J. M., **Krueger, L. E.**, & Jones, B. A. (2015). Effects of labeling and teacher certification type on recall and conflict resolution. *The Journal of Educational Research*, 108(6), 435-448. <https://doi.org/10.1080/00220671.2014.909767>

Carmichael*, A. M., & **Krueger, L. E.** (2014). An examination of factors and attitudes that influence reporting fraudulent claims in an academic environment. *Active Learning in Higher Education*, 15(2), 173–185. <https://doi.org/10.1177/1469787414527389>

** Reprinted Excerpt: Carmichael, A. M., & Krueger, L. E. (2015, 2019). Research highlights how easily and readily students fabricate excuses. *Faculty Focus*. <http://www.facultyfocus.com/articles/teaching-and-learning/research-highlights-how-easily-readily-students-fabricate-excuses-2/>

Krueger, L. E., & Sifuentes*, C. M. (2014). Study time allocation, retrospective

confidence, gender, and recall performance: Does memory self-efficacy matter? *Journal of Cognitive Education and Psychology*, 13(3), 392-410.
<https://doi.org/10.1891/1945-8959.13.3.392>

Klein, R. A., Ratliff, K. A., Vianello, M., Adams, R. B., Jr., Bahník, Š., Bernstein, M. J., Bocian, K., Brandt, M. J., Brooks, B., Brumbaugh, C. C., Cemalcilar, Z., Chandler, J., Cheong, W., Davis, W. E., Devos, T., Eisner, M., Frankowska, N., Furrow, D., Galliani, E. M., . . . Nosek, B. A. (2014). Theory building through replication: Response to commentaries on the “Many Labs” replication project. *Social Psychology*, 45(4), 307-310.

Klein, R. A., Ratliff, K. A., Vianello, M., Adams, R. B., Jr., Bahník, Š., Bernstein, M. J., Bocian, K., Brandt, M. J., Brooks, B., Brumbaugh, C. C., Cemalcilar, Z., Chandler, J., Cheong, W., Davis, W. E., Devos, T., Eisner, M., Frankowska, N., Furrow, D., Galliani, E. M., . . . Nosek, B. A. (2014). Investigating variation in replicability: A “many labs” replication project. *Social Psychology*, 45(3), 142–152. <https://doi.org/10.1027/1864-9335/a000178>

Klein, R. A., Ratliff, K. A., Vianello, M., Adams, R. B., Jr., Bahník, Š., Bernstein, M. J., Bocian, K., Brandt, M. J., Brooks, B., Brumbaugh, C. C., Cemalcilar, Z., Chandler, J., Cheong, W., Davis, W. E., Devos, T., Eisner, M., Frankowska, N., Furrow, D., Galliani, E. M., . . . Nosek, B. A. (2014). Data from investigating variation in replicability: A “Many Labs” replication project. *Journal of Open Psychology Data* 2(1):e4. <https://doi.org/http://dx.doi.org/10.5334/jopd.ad>

Krueger, L. E. (2013). Characterization of age differences in error types in a multitrial spatial learning task. *Educational Gerontology*, 39(12), 915-924.
<https://doi.org/10.1080/03601277.2013.767654>

Reysen, S., & **Krueger, L. E.** (2013). How to survive and *thrive* during your first years in a tenure-track job. *APS Observer*, 26(1).
<http://www.psychologicalscience.org/index.php/publications/observer/2013/january-13/how-to-survive-and-thrive-during-your-first-years-in-a-tenure-track-job.html>

Krueger, L. E. (2012). Age-related effects of study time allocation on memory performance in a verbal and a spatial task. *Educational Gerontology*, 38(9), 604-615. <https://doi.org/10.1080/03601277.2011.595327>

Krueger, L. E., & Salthouse, T. A. (2011). Influence of cognitive abilities and age on word recall performance across trials and list segments. *American Journal of Psychology*, 124(3), 291-300. <https://doi.org/10.5406/amerjpsyc.124.3.0291>

Krueger, L. E., & Salthouse, T. A. (2010). Differences in acquisition, not retention,

largely contribute to sex differences in multitrial word recall performance. *Personality & Individual Differences*, 49(7), 768-772.
<https://doi.org/10.1016/j.paid.2010.06.024> 5000303

Dodson, C. S., Bawa, S., & **Krueger, L. E.** (2007). Aging, metamemory and high confidence errors: A misrecollection account. *Psychology & Aging*, 22, 122-133.
<https://doi.org/10.1037/0882-7974.22.1.122>

Dodson, C. S., & **Krueger, L., E.** (2006). I misremember it well: Why older adults are unreliable eyewitnesses. *Psychonomic Bulletin and Review*, 13, 770-775.
<https://doi.org/10.3758/BF03193995>

Salthouse, T. A., Siedlecki, K. L., & **Krueger, L. E.** (2006). An individual differences analysis of memory control. *Journal of Memory and Language*, 55, 102-125.
<https://doi.org/10.1016/j.jml.2006.03.006>

Refereed Collaboration

Landy, J. F., Jia, M. (L.), Ding, I. L., Viganola, D., Tierney, W., Dreber, A., Johannesson, M., Pfeiffer, T., Ebersole, C. R., Gronau, Q. F., Ly, A., van den Bergh, D., Marsman, M., Derks, K., Wagenmakers, E.-J., Proctor, A., Bartels, D. M., Bauman, C. W., Brady, W. J., . . . Uhlmann, E. L. (2020). Crowdsourcing hypothesis tests: Making transparent how design choices shape research results. *Psychological Bulletin*, 146(5), 451–479.
<https://doi.org/10.1037/bul0000220>

Refereed Book Reviews

Krueger, L. E. (2018) The aging intellect, by Douglas H. Powell, New York, NY: Routledge, 2011, 303 pp., \$44.00 (hardcover), ISBN: 978041599685-3, *Journal of Women & Aging*, 30(5), 460-461,
<https://doi.org/10.1080/08952841.2018.1509438>

Krueger, L. E. (2016). A review of The Elderly Eyewitness in Court, by Toglia, Ross, Pozzulo, and Pica. *Journal of Women & Aging*, 28(4), 348-349.
<https://doi.org/10.1080/08952841.2015.1081042>

AWARDS, HONORS, & LISTINGS

Awards

Collegiate Learning And Student Succeeding (CLASS) Award Recipient, Texas A&M University-Commerce, 2021

The Paul W. Barrus Distinguished Faculty Award for Teaching Recipient, Texas A&M University-Commerce, 2014

College of Education and Human Services Outstanding Faculty Recognition at Lions Football Game, Texas A&M University-Commerce, Fall 2015

Faculty Development Grant – Travel Award (\$700), Texas A&M University-Commerce, April 2010

Teaching Award – Distinguished Teaching Fellowship, University of Virginia, 2007-2008

Honors

Phi Kappa Phi, Charter Member of the Honor Society, Texas A&M University-Commerce, Spring 2013

Phi Beta Kappa, Elected as a member in 2004 at Texas A&M University

Listings

Article by Klein et al. (2018) received media mentions including *The Atlantic* (<https://www.theatlantic.com/science/archive/2018/11/psychologys-replication-crisis-real/576223/>) and *Nature* (<https://www.nature.com/articles/d41586-018-07474-y>)

Article by Klein et al. (2014) received media mentions including *Science* (<https://www.science.org/content/article/second-look-psychology-experiments-offers-reassurance>), *Nature* (<https://www.nature.com/articles/nature.2013.14232>), and *National Geographic* (<https://www.nationalgeographic.com/science/article/welcome-to-the-era-of-big-replication>)

Article by Carmichael and Krueger (2014) was listed as one of the top 14 teaching pedagogy articles of 2014 (<http://www.facultyfocus.com/articles/teaching-professor-blog/best-list-celebrates-scholarship-teaching-learning/>) and the reprinted excerpt of the article ranked 3rd among the top teaching and learning articles in Faculty Focus (<http://www.facultyfocus.com/articles/teaching-professor-blog/best-list-celebrates-scholarship-teaching-learning/>)

Article by Dodson and Krueger (2006) received media mentions including *Psychology Today* (<https://www.psychologytoday.com/blog/debunking-myths-the-mind/201707/dementia-youth-why-our-memories-are-so-unreliable>), *Medical News Today* (<http://www.medicalnewstoday.com/releases/63636.php>), *Cavalier Daily* (<http://www.cavalierdaily.com/article/2007/02/researchers-conduct-adult-memory-confidence-study/>), *Daily Progress* (http://www.dailyprogress.com/news/article_0d99027c-0b49-5c6e-b5a5-991cb2fc7a79.html), and *Psychology Today* (<https://www.psychologytoday.com/blog/debunking-myths-the-mind/201707/dementia-youth-why-our-memories-are-so-unreliable>)